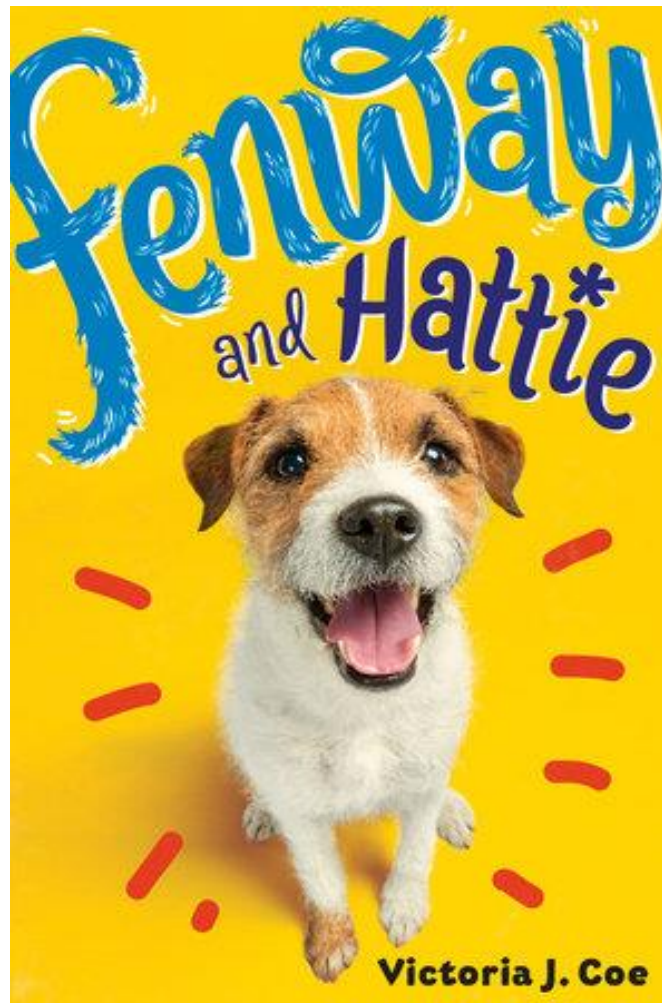


A Classroom Guide to
FENWAY AND HATTIE by Victoria J. Coe

With curriculum connections, discussion questions, and classroom activities

(aligned with common core standards for grades 3-5)



Get a dog's eye view of the world in this hilarious, heartfelt story about two best friends!

G.P. Putnam's Sons Books for Young Readers, 2016

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www.penguin.com/teachersandlibrarians 🐾 www.victoriajcoe.com

Meet Fenway, a little dog with a GIANT personality!

Fenway and his beloved short human, Hattie, are the perfect pair. She loves romping in the Dog Park, playing fetch, and eating delicious snacks as much as he does.

But when they move from the city to the suburbs, there's bad news. While Fenway's hard at work deterring intruders and battling a slippery floor, Hattie starts changing. She hangs out in a squirrely tree house. She plays ball without him. What could be happening?

Crushed and confused, Fenway sets out on a mission. He's going to get his Hattie back and nothing will stop him—not the Wicked Floor, not the dreaded Gate, not even a giant squirrel!

Get a dog's-eye view of the world in this hilarious and heartfelt story about two best friends who learn that big changes aren't always easy, but sometimes trying new things can get you everything you want.

This Classroom Guide is designed to help teachers and students:

Read & discuss FENWAY AND HATTIE

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FENWAY AND HATTIE

by Victoria J. Coe

Classroom Discussion Questions

Fenway's Reading Tips and Tricks

Wowee! I'm so excited you're going to read a book about me and my short human, Hattie! That is even better than a backpack full of treats! Here are some tips and tricks to help you while you read:

- Use Post-it notes to mark the page when you find something interesting, learn something new about a character, or just find something you want to share when you talk about the book.
- Use your skimming and scanning skills! When you're answering questions, no need to reread the entire chapter. First, think about what you read. Then, quickly go back through the chapter, scanning the words with your eyes, to find the answer.
- Be a text detective! There are clues all throughout the story to help you understand what is going on. This evidence will help you support your thinking when you answer questions.

Before Reading

1. Look at the cover of the book. What do you see? Can you make any predictions about Fenway and Hattie based on it?

Chapter One

2. Fenway senses trouble at the very beginning of the story and thinks that squirrels or intruders took all of his family's belongings. Is he right? How do you know? Provide evidence from the story.
3. Fenway notices that Hattie is sad. He thinks it is because she can't go play with him at the dog park. Is that the real reason she is sad? Explain.

Chapter Two

4. At the beginning of chapter two, Fenway notices that things have changed. In the chart below, compare and contrast where they lived before and where they live now. What is the same and what is different?

Apartment	House

Chapter Three

5. An antagonist is something or someone who opposes the main character. Who or what are some antagonists or opponents who Fenway has already faced?
6. Fenway's barks and thoughts often end with an exclamation point. What does this tell us about his character?

Chapter Four

7. How does Fenway feel about Hattie? Find one or two lines in the chapters so far that you can use as evidence to support your thoughts.

Chapter Five

8. In this chapter, Goldie and Patches warn Fenway that Hattie will change like their short human, Angel, has. What do you predict will happen with Hattie and Fenway's relationship?

Chapter Six

9. Describe Fenway's plan to get Hattie to notice him again. Does the plan work? How do you know?

Chapter Seven

10. Fenway and Hattie go to dog training classes. Fenway determines that the trainer, One Human, is not very smart. Do you agree or disagree? Why?
11. We know that a narrator is someone (or some dog!) who tells the story. Sometimes, we can't always rely on what the narrator tells us to be one-hundred percent true. This is because we are seeing the story through the narrator's "glasses" and his/her point of view. Can we always trust Fenway as a narrator? Why? Give examples from the book.

Chapter Eight

12. Things start to get even more confusing for Fenway. First, Fenway and Hattie just wander around the neighborhood. They don't even go to a dog park! Then, Hattie receives a hat and glove. What do you think will happen next for Fenway? How about for Hattie?
13. How has Hattie changed so far in the story? Using your post-it notes, mark places in the story where you can see these changes.

Chapter Nine

14. Fenway, Hattie, and Hattie's new friend, Angel, have different opinions on how the game of catch went. How do Hattie and Angel think it went? How about Fenway? Find one or two sentences from the story that support your opinions.

Chapter Ten

15. Describe what happens when Hattie and Angel try to get ice cream from the truck.

Chapter Eleven

16. Why is Hattie mad at Fenway?
17. Do you think Fenway should take Patches's and Goldie's advice?

Chapter Twelve

18. Sometimes, writers use a tool called figurative language in their stories. In this chapter, the author uses similes. A **simile** is when two things are compared using the words *like* or *as*. Find a simile in this chapter.
19. How does Hattie feel about the game of catch with Fetch Man? Write down two sentences where the author *shows* how Hattie is feeling.

Chapter Thirteen

20. In this chapter, Hattie experiences both feelings of accomplishment and defeat. When is a time in your life when you've felt like Hattie?

Chapter Fourteen

21. We only see Hattie through Fenway's eyes or point-of-view. What are some challenges that Hattie has been facing? How has she been facing them?

Chapter Fifteen

22. Throughout the book, Fenway has been communicating with Patches and Goldie, the two dogs at the Dog Park next door. How would you describe Patches' and Goldie's personalities?
23. Fenway has tried a lot of different strategies and plans to get the old Hattie back. Why do his plans keep failing?

Chapter Sixteen

24. How does Fenway feel about Hattie being angry with him? Write two things that Fenway does to prove your thinking.

Chapter Seventeen

25. Describe Fenway's dream. What do you think it means?

Chapter Eighteen

26. In Fenway's version of events, he thinks that Hattie turned into a squirrel and a pack of rival squirrels invaded the house but he scared them away. What really happened?
27. In your opinion, is Fenway the hero? Why or why not?

Chapter Nineteen

28. In this chapter, Fenway offers another dog advice at the Treat Place. Would Fenway have been able to offer this advice at the beginning of the story? Support your thinking.
29. What does Fenway accomplish in this chapter? What does Hattie?

Chapter Twenty

30. Hattie, her friends, and Fenway have a second encounter with the ice cream truck. How does this experience differ from their first time?
31. Both Hattie and Angel learn many things throughout the story. What did each of them learn?

After Reading

32. You want to tell a friend what happened in FENWAY AND HATTIE. Write a short summary, making sure to include the most important things that occurred.
33. Both Fenway and Hattie change from the beginning of the story to the end. How did Hattie change? How about Fenway?

FENWAY AND HATTIE by Victoria J. Coe



In the book FENWAY AND HATTIE, Fenway has a very unique way of looking at the world around him. This is called his point-of-view. As we're reading his story, we need to use context clues and what is happening in the story to help us decipher, or understand, his special vocabulary. For example, when it's raining outside and light flashes across the sky, Fenway hears loud noises. We would call those noises "thunder," but Fenway calls them, "boom ka-booms."

As you read, pay attention to what Fenway calls things. Then, fill out the chart below. Let's decode his "Fenway speak!"

FENWAY SPEAK	HUMAN SPEAK
The Eating Place	
The Lounging Room	
The flashing screen on the wall	
The fenced-in dog park behind the house	
The little squirrel house in the giant tree	
The Perfectly Still Dog	
The Big Brown Truck	
The White Musical Truck	

CHARACTER TRAITS

FENWAY AND HATTIE by Victoria J. Coe

In FENWAY AND HATTIE we meet lots of unique characters. Each of these characters have different traits. We can use traits to describe the characters' personality. Examples of traits include stubborn, adventurous, or brave. Things the characters say and do provide clues to help us figure out each person's (or dog's) traits.

CHARACTER (in order of appearance)	TRAITS (2 – 3)	EVIDENCE FROM TEXT (speech or actions)
Fenway	Example: energetic	"I rush into the Eating Place." – pg. 1
Fetch Man		
Food Lady		
Hattie		
Goldie		
Patches		
Angel		

COMMON CORE STATE STANDARD ALIGNMENT

Grade Three	
CCSS.ELA-LITERACY.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-LITERACY.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CCSS.ELA-LITERACY.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
CCSS.ELA-LITERACY.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
Grade Four	
CCSS.ELA-LITERACY.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-LITERACY.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-LITERACY.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CCSS.ELA-LITERACY.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade Five	
CCSS.ELA-LITERACY.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-LITERACY.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CCSS.ELA-LITERACY.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
CCSS.ELA-LITERACY.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

A Dog's Point of View

Imagine you're a dog.

It's easy, right? You walk on four legs. Your body is covered with fur. You have a tail. You wear a collar around your neck. You go for walks, eat treats, play with toys, and chase squirrels. You live with one or more humans who pet you, feed you, brush your coat, and most importantly, love you.

But how easy is it to imagine being inside a dog's mind? What's it like to wake up every morning and experience the world as a dog?

No human has ever actually been inside a dog's mind. But scientists know a lot about how dogs learn, understand, and experience everyday life:

Dogs smell!

A dog's sense of smell is much more powerful than a human's. And dogs don't just sniff scents, they sniff stories. When a dog smells a person, a curb that another dog peed on, a sneaker another dog rubbed against, or sofa that someone sat on, they learn a lot more than what things smell like.



This guy can smell all the dogs who've played with (or chewed) this tennis ball!

A dog's nose can detect if you're a boy or a girl, what foods you've eaten, where you've been, what you've touched, and what's touched you. Dogs can tell if a scent is old or new, which helps them tell time. Dogs can even smell your feelings!

Dogs talk with their bodies.

Instead of using spoken language, dogs rely on body language – theirs and ours. A



wagging tail or jumping up can signal a dog's excitement, bared teeth and growling equal aggression, and drooping ears and a sagging tail can mean sadness.

Dogs don't understand most human language, especially when it's not

This dog's body language is saying, "I'm ready to play!" directed at them. When two humans are speaking, most dogs hear only gibberish (though sometimes a dog who's really paying attention might pick up his own name or a favorite word like "treat"). Typically, dogs only learn human language directed at them such as their name and often-used phrases like, "Let's go!" and "Come here."

Even though a dog doesn't understand our spoken language, dogs can pick up your meaning by how your voice sounds. Dogs can tell if your voice is happy, sad, excited, or angry. Dogs can also read your body language and are well aware if you're sweating

and trembling (nervous and upset) or standing tall and straight (proud and confident). Though humans might think dogs understand what we're saying, they're actually just picking up the feeling behind our words.

Dogs study us.

Because dogs depend on humans for most of their needs, they are carefully tuned into our routines and habits. They pick up on cues and learn to associate one event with another. For example, when you head over to the leash – even before you grab it – your dog knows it's time for a walk. When you open the cabinet – even before you reach for the dog food – your dog knows it's suppertime. And when you glance at the tennis ball, your dog's tail wags in anticipation of a game of fetch.

Dogs are always studying humans, noticing patterns as well as changes in the ways our actions relate to them. Dogs anticipate familiar activities and are curious about (and maybe even worried about) new ones. Dogs can't understand the rest of humans' lives, such as going to school, watching a show, or doing homework. The most dogs know is that we have lives that don't include them and they are typically not happy about that!



He knows when his human's eating a cookie, lovely crumbs might fall!

And from there, use your imagination.

If you live with a dog or have watched dogs playing at the park, you may have wondered exactly how they think and what matters to them. Begin with the basics – what scientists know – and let your imagination fill in the rest.

Learn more about a dog's point of view:

For adults: [INSIDE OF A DOG by Alexandra Horowitz](#)

For kids: [IF YOU WERE A DOG by Clare Hibbert](#)

[SNIFFER DOGS by Nancy F. Castaldo](#)

[DOGS \(WHAT ARE THEY SAYING?\) by Ann Tatlock](#)

And try the imagination exercises on the following pages!

A Dog's Point of View – Imagination Activities

Try some of these imagination activities with students:

- to help them imagine what it's like to be a dog
- to help them understand a dog's point of view
- to help them create stories from a dog's point of view

These activities are intended to be flexible! Please feel free to adapt as visualization exercises, writing activities, play acting, or other artistic expression such as drawing and use with large or small groups/pairs.

Imagination exercise

Ask the students to sit quietly and close their eyes. Guide them through a brief imagination scenario. Pause after each step and invite the students to write or draw their “dog experience,” or invite them to simply imagine the entire scenario and then discuss, write, or draw what they imagined at the end.

1. Imagine you are a dog. Your human family is taking you out for a walk. How do you know this? How do you feel? Are you excited? Are you happy? Are you anxious?
2. You are bursting through the front door. What kind of neighborhood do you live in? Is it noisy? Quiet? What's the weather like outside? What time of day is it? What season? How do you know?
3. You are trotting toward the street. What sounds do you hear? What sights do you notice? What smells drift toward your nose?

- 4.** You and your humans are walking along your daily route. Are you on a leash? If so, are you walking obediently beside your humans? Or are you pulling? Why or why not? Are you off leash? If so, what are you doing? Why?
- 5.** What are some of your favorite spots to stop and sniff? A tree? A fire hydrant? A puddle? A street sign? A garbage can? What smells are most interesting to you?
- 6.** What's going on around you? What is your human family doing? How are they acting? What sights, sounds, or smells do you notice? Do you pass by other dogs? Are there strange or familiar humans walking by? Cars or trucks or buses? Construction? Birds or chipmunks? Cats or squirrels? A crust of bread? A bit of donut? How do you feel about each of these things? What are you thinking? How do you act or react? How do your humans act or react?
- 7.** What else happens during your walk? Do you turn around and come back home? Or do you go somewhere and play, such as a park or a pond? If so, what sights, sounds, and smells do you notice? Are there other dogs? How do you feel about this place? What do you do?
- 8.** You and your human family are headed home. How do you realize this? How do you feel about going home?
- 9.** What happens at the end of your walk? If you are wet or dirty or smelly, what do your humans do? What do you do?
- 10.** How do you feel when you come home? Are you panting? Tired? Thirsty? Hungry? More energetic than ever? How do you act? Why?

Role Play Guessing game

With partners or in small groups, the “human” acts out an emotion and the “dog” tries to figure out how the human is feeling:

- Happy
- Sad
- Surprised
- Angry
- Excited
- Worried
- Afraid
- Confused

Sniff a story

Invite the students to write or a draw “doggie stories.”

Imagine you’re a dog...

- Smelling a tree (or a shoe or a shopping bag)
- Seeing a human running (or a chipmunk diving under a bush or a cat on top of a fence)
- Hearing children laughing or shouting (or thunder clapping or a bag of chips being ripped open)

What stories can you tell from the information you smell, see, and hear?

A New Place

Ask the students to imagine being a dog who's visiting a new place for the very first time. Make a list of the scents you smell, the sights you see, and the sounds you hear. (Optional: Pass your paper around the class and see how many of your classmates can guess where you were!)

- A major league baseball stadium
- A Little League baseball field
- A beach
- A circus
- A shopping mall
- A campground
- A trail in the woods
- A busy city street
- A peaceful country lane

Discussion/Thought questions

The goal is not to produce correct answers, but to promote creative thinking. For example, a dog might be very interested in a clean blanket if his favorite human is snuggling in it. Or a dog might scamper right on by a smelly fire hydrant if a squirrel has just darted across her path.

1. Which of these smells might a dog find most interesting?

- A pile of garbage
- A freshly-washed blanket
- A brand-new book
- A library book
- A fire hydrant that every dog in the neighborhood has peed on
- Your sticky fingers

2. You've just come home after skinning your knee. What might your dog be able to figure out from smelling you? Looking at you? Licking you? Listening to you?

2a. What about if you come home with a great report card?

2b. From a long vacation?

2c. With Chinese take-out?

3. If you were a dog, think of three reasons or situations in which you might...

- Romp with another dog
- Chase a squirrel (A bunny? A chipmunk? A cat?)
- Wag your tail
- Bark at the mail truck
- Growl at a stranger

Writing Activities for Grades 3-5*

Activity One: A Dog's Day

Write your own story with a dog main character. In the novel, *FENWAY AND HATTIE*, we got to experience the world through the eyes of Fenway, a spirited and energetic Jack Russell terrier. Now, you'll have the opportunity to create your own dog character! Maybe you'll imagine a lazy sheepdog or an old Great Dane. Maybe you'll create twice the trouble with two dog friends adopted together from the pound.

First, you'll brainstorm using the provided chart, "A Dog's Day Organizer." What does your dog look like? Act like? What are his or her favorite things? What kinds of problems does your dog encounter during the day? Then, you'll write a story making sure to pay attention to all of the important parts: setting, character, plot, and conflict. You'll want to make sure to describe things the way your dog sees them—not the way *you* see them. Remember to include a problem. There will have to be a challenge or difficulty your overcomes—like the wicked floor or the evil squirrels! Your only limit is your imagination. Now let's get writing!

Standards: ELA—W3.3, W4.3, W5.3 – Narrative Writing

Activity Two: Research It and Write It!

FENWAY AND HATTIE is fiction, which means that the story comes from the author's imagination. But she still had to do a lot of research about dogs to make the story work! You recently read an article (and maybe even tried some imagination exercises) about how dogs understand the world and how they communicate. The author had to read lots

of these kinds of articles (and non-fiction books)—about how dogs think, move, learn, and process the world around them.

With this writing activity, you'll be doing some research, too! First, you'll pick an animal to learn about. Use the provided graphic organizer to log the information you find from reputable internet sources and books. Then, you'll get the chance to turn fact into fiction! You'll create a fictional character out of this animal, making sure his or her character traits match the facts you've learned. Maybe your character will be a sly fox or a grumpy camel.

All writers need to do some kind of research—whether from books or in their own lives. Now you get the chance to follow in an author's footsteps. Let's research it and write it!

Standards: ELA—W3.3A, W4.3A, W5.3A, W3.2B, W4.3B, W5.3B – Character and Informational Writing

*Bone-shaped paper (lined and unlined) included at the end of this packet may be used for the students' final drafts of their stories. The bones may be cut out and stories hung on a bulletin board. For multi-page stories, cut out bones may be stapled together to make booklets.

Note: Unlined bone-shaped paper may be used in your printer! Choose "landscape" for page layout orientation. Use custom margins for 12-point font as follows: Top=2.8", Bottom=2.6", Left=2", Right=1.8"

A DOG'S DAY

Recently, we completed some visualization exercises to imagine the day in the life of a dog. Today, we're going to go a step further and brainstorm. We're going to be writing our own stories that have a dog **main character**.

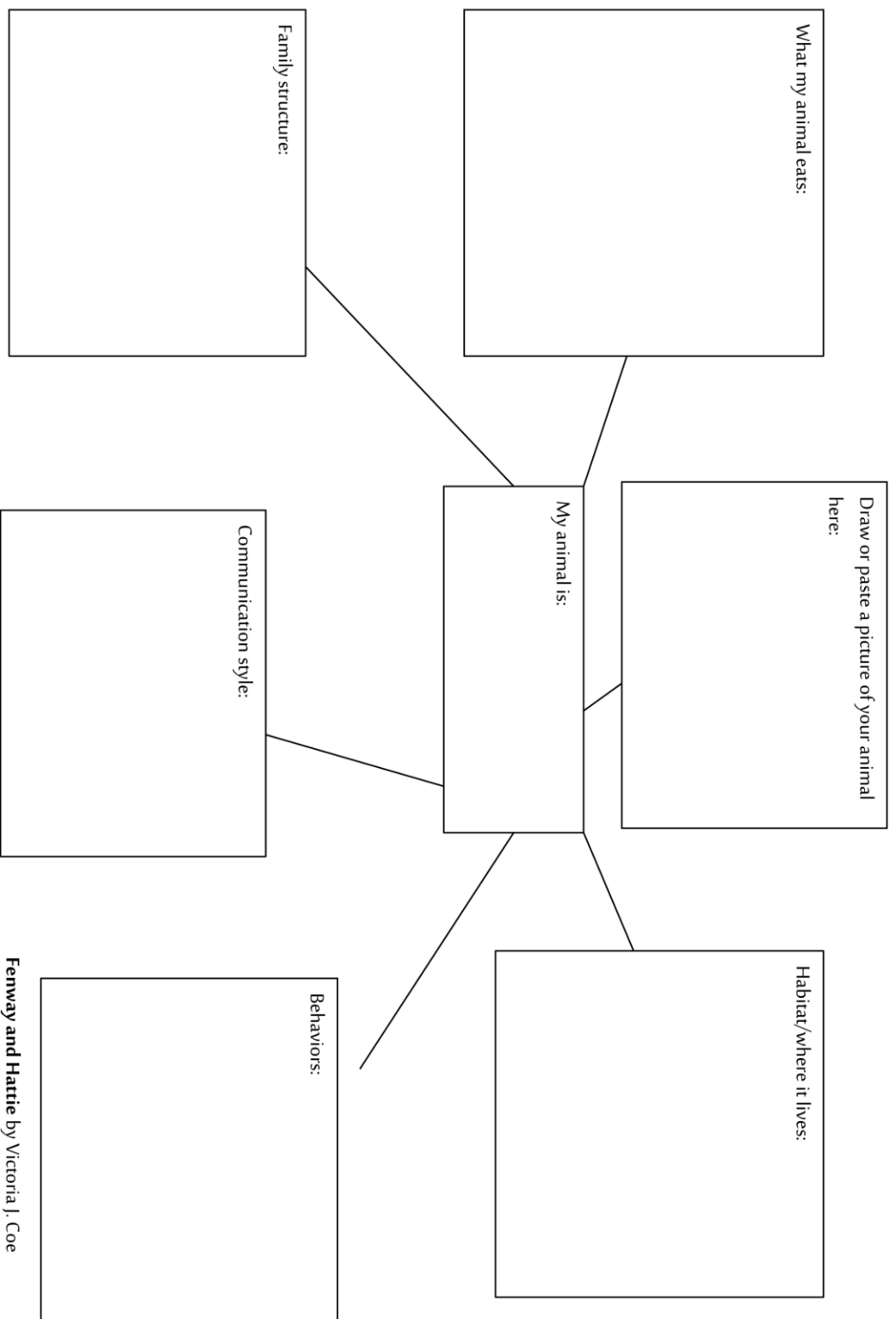
<p>Describe your dog. What does he or she look like? Smell like? How does he or she act?</p> <p><i>Character</i></p>	<p>What is your dog's day like? Is there play time? Nap time? A favorite ball or toy?</p> <p><i>Character</i></p>	<p>Every story needs a conflict. In Fenway and Hattie, Fenway had to face the squirrels and the floor. Write about your dog's problems.</p> <p><i>Plot</i></p>	<p>Where does your dog live? Use sensory details (sight, sound, touch, etc.) to describe the surroundings.</p> <p><i>Setting</i></p>	<p>Who else is in your story? Fenway had a human family and some dog friends. Who is in your dog's family?</p> <p><i>Character</i></p>

My dog's name is _____.

Narrative writing

RESEARCH IT AND WRITE IT! Graphic Organizer

Pick an animal to learn about. Use books or good websites to research the animal and fill in the graphic organizer. Once you've done your research, you'll turn non-fiction into fiction and make this animal character come alive, just as the author did with Fenway.



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